Latoya Dawson

Wiki Assignment #6

Annotations Continuation

Professor O’ Connor

The number of students who are English Language Learners (ELLs) continues to increase across the country, with the most impact in California, New York, and Texas. Between 1990 and 1995, the number of kindergarten through 12th grade ELLs nationwide increased by approximately 47% (Macias & Kelly, 1996). In California, approximately 25% of the public school population are ELLs, also referred to as limited English proficient (LEP). Furthermore, these students are not just arriving in the elementary school years. According to the California Department of Education, 17% of all California secondary school students are identified as LEPs (McCall, 2000). This will assist me with the percentage of learners that are ELL and why it's important these kids learn English since they are our future.

In India, particularly in the state of Andhra Pradesh, the participation of students in English language classrooms is minimal. There are numerous reasons for this, like low confidence levels, improper exposure and practice of language skills and so on. To add to this situation, majority of the English language classrooms in India is teacher-centered and it affects the students' participation and thus their role and spirit are undermined. Under these circumstances, Collaborative Action Research (CAR) methodology is employed by the researchers with the objective to overcome the existing problems using role play as a tool. Role play is used effectively as a tool as it supports students' participation and enriches their social skills. CAR promotes collaborative discussions, self-reflective thinking and systematic phases of problem-solving. This paper makes an attempt to enhance students' participation and their ability to use English language in a variety of academic and professional situations besides integrating LSRW skills (Chaitanya et al, 2013). This is extremely important to use for my research paper because teachers must know that students learn more by doing, so students must participate more. In order for them to participate, they must feel comfortable speaking English and this is why role play is important to build that confidence.

Because English language teachers should take into account the social-psychological situation of the students they teach, they must be sensitive to the effects of traumatic stress among learners. Refugee and immigrant children are frequently survivors of trauma, along with their peers in crisis-torn English as a foreign language settings around the world. Without experiencing some measure of healing from trauma, children will be frustrated in their language learning. This article explains how what we know about trauma can be aligned with effective language instructional practices. The author first provides information about the effects of trauma and then identifies teaching approaches that are sensitive to the needs of those affected by trauma (Medley, 2012). As an educator we need to know what ELL's are going through while they are trying to learn another language and teachers need to learn how to be more sensitive and understanding towards these issues.

Drawing on experience and the emerging results of a research project, this article examines the role of play, in particular child-initiated play, when learning languages in pre-primary settings. It begins by characterizing play and highlights the importance of a balanced relationship between adult-led and child-initiated play activities. It proposes that English learning areas might facilitate child-initiated play in the target language, and analyses the relationship between adult-led and child-initiated play, consequently outlining a possible format and its components: structure, role, and script. Analysis of a teacher-led activity with a group of children demonstrates how this format supports children in later child-initiated play. Excerpts from observations of children in English learning areas exemplify how teacher-led instruction can enable child-initiated play. The article concludes with a discussion around the implications for practice in pre-primary EFL settings (Mourao, 2014). This article will be great to assist me on why play activities, such as role play is important to support children that are English Language learners.

Connectives (e.g., although, meanwhile) carry abstract meanings and often signal key relationships between text ideas. This study explored whether understanding of connectives represents a unique domain of vocabulary knowledge that provides special leverage for reading comprehension, and whether the contribution of knowledge of connectives to reading comprehension differs for students from distinct language backgrounds. Understanding of connectives, word reading efficiency and breadth of vocabulary knowledge of 75 English language learners (ELLs) and 75 English‐only (EO) fifth graders were assessed. Hierarchical multiple regression techniques revealed that understanding of connectives explained a sizeable and significant portion of unique variance in comprehension beyond that explained by breadth of vocabulary knowledge when controlling for word reading efficiency. The magnitude of this relationship was larger for EO students than for ELLs. Findings indicate that connectives play an important role in comprehension, but that the strength of their influence varies by readers’ linguistic background (Crosson & Lesaux, 2013). Students have a more understanding of what they are reading by connecting to the story. That's why teachers should be mindful of who their students are as a person, to choose good material for them to read.

References:

McCall-Perez, Zaida. (2000). The Counselor as Advocate for English Language Learners: An Action Research Approach. *Professional School Counseling,* *4*(1), 13-22.

Chaitanya, E. Krishna, & Ramana, K. Venkata. (2013). Role play--an integrated approach to enhance language skills (LSRW) of the ESL learners--a collaborative action research report. *Language In India,* *13*(1), 469.

Medley, Michael. (2012). A Role for English Language Teachers in Trauma Healing. *TESOL Journal,* *3*(1), 110-125.

Mourão, S. (2014). Taking play seriously in the pre-primary English classroom. *Elt Journal,* *68*(3), 254-264.

Crosson, A., & Lesaux, N. (2013). Does knowledge of connectives play a unique role in the reading comprehension of English learners and English‐only students? *Journal of Research in Reading,* *36*(3), 241-260.